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found too costly, retired Peishkars or Judges might be appointed President or Vice-President with full powers, on payment of an honorarium or monthly allowance. Such officers might even undertake the work as a labour of love. By this arangement, the Dewan Peishkar would be relieved of his heavy work and better results would follow in the working of the Town Improvement Committee. In the Member's opinion, the Mofussil towns were in a far better condition than Trivandrum.

Dewan's reply.—The Sanitary Commissioner will be asked to report upon the matters mentioned by the Member.

VI. EDUCATION.

54. Defects in the present Educational system and suggestions for improving the same.

Mr. George Baker (Member, Kottayam Taluk) said that he had visited about 10 or 15 schools and interviewed the teachers, and that he would mention one or two of the difficulties experienced by them. The first was about the great delay in getting grants. In the case of the Aided Schools, as the grants represented the pay of the teachers, the delay meant great hardship to the poor teachers. He also said that grants were being refused on some ground or other, such as insufficiency of accommodation, want of furniture, and the like; and if the defects pointed out were rectified, the schools still did not get the grant, for some other defect was shown, which required to be remedied. In the matter of holidays also, he said that, unlike the Government Schools, the Managers of the Private Schools had no discretion. The Member concluded by saying that the Managers felt that their position was insecure, for, even if they worked up their schools to the standard laid down by the Code, they had not the assurance that the schools would be recognised and grants given to them for any number of years. He left it to the Government to do what they could to improve the situation.

P. K. Kesava Pillai, B. A., B. L. (Member, Trivandrum Taluk) said that the public mind had been very much agitated owing to the changes recently introduced in the Education Department by the operation of the Education Code and the School Leaving Certificate Scheme. Statistics showed that Travancore was not behind the rest of India in the matter of education. In the words of Dr. Mitchell, a very considerable volume of educational activity had been displayed here within the last 15 years. That was a gratifying circumstance and one that would make an outsider believe that, in the matter of education,

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the Travancoreans had nothing to complain of. A close study of recent events, however, told a different tale. As a consequence of Dr. Mitchell's dictum that the Government "should declare itself to be the final authority in all matters relating to places where, the persons by whom, and the standards to which, education should be imparted to the people of the State," several schools had been closed within the last few months. Vernacular education had received a rude shock. The course of study in the existing schools had been so much disorganised and shattered that the teacher and the taught had equally to grope in the dark. It was time that the Government should probe the real situation and apply the necessary remedy. Whatever might have been the object with which the new Education Code was ushered into existence, it was unsuitable to the present educational conditions and needs of the country. The Code erred chiefly on the following points, *viz.*,—

(1) It discredited and slighted Vernacular education and indirectly obstructed the development of the Malayalam language and initiated a policy of retrogression in respect of Vernacular education.

(2) It made the position of the teachers, which was already bad enough, still worse.

(3) It ignored those very defects in the Government Schools for which the Managers of Private Schools were taken severely to task.

(4) It precluded the possibility of poor and intelligent students receiving higher education, thus shutting them out from all chances of rising in the world.

(5) It struck at the root of indigenous educational enterprise and ran counter to the wholesome policy of "fostering a spirit of reliance upon local exertions and combination for local purposes which was itself of no mean importance to the wellbeing of a nation."

(6) It deprived the Managers of Private Schools of all freedom of action in regard to the control and management of their own schools and reduced them to a position of servitude.

(7) It was wanting in a spirit of sympathy and co-operation with the private agencies labouring in the field of education voluntarily and at great self-sacrifice.

(8) It afforded no encouragement to technical studies.

(9) It was, on the whole, calculated to retard rather than advance the cause of education in the country.

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The Member then offered his remarks on the Education Code, chapter by chapter. Speaking of Chapter II, he said that the most important change in it was the abolition of the Vernacular High Schools. The alleged reasons for the same were (1) that advanced subjects could not be taught efficiently in Malayalam; (2) that very few boys studied in Class VIII; and (3) that the improvement of the Malayalam language must come from scholars, not from schoolboys, and it must come from above and not from below. This, the Member submitted, was a specious reasoning. He stated that the Malayalam language was rich and was daily growing richer in literature, vocabulary and the power of expressing the highest conceptions and varied emotions of the human mind, that a language progressed with the progress of the people who spoke that language, that efficient teaching depended not upon the language, but upon the competency of the teacher and the correctness of the method of teaching and that the Vernacular High Schools had had but a short existence, and had not had a fair trial given them, as the few High Schools that had existed were not well-staffed or equipped and had no time to get themselves into working order. The Vernacular High Schools were first started about fifty years ago during the time of the late Raja Sir T. Madhava Rao and they were fostered and encouraged by his successors. To abolish them was undoing the work of years and was a retrograde step. Without schools where the seeds of literature had to be sown, it was difficult to expect scholars to spring up. It was in the schools that self-culture, self-help, research and studious habits were fostered. The abolition of the Vernacular High Schools was in contravention of the recommendations of the Hodgson Committee, which was composed of gentlemen well-acquainted with the system of Vernacular education in the country, and which, after an elaborate enquiry, recommended that the standard of Vernacular education should be raised to that of Class X. The Member then referred to the reason given in para 18 of the Dewan's Address for the abolition of Class VIII in the Vernacular High Schools, *viz.*, that very few students read in the highest class, and he said that it was but natural that it should be so, that the same would be found to be the case in the College classes as compared with the High School classes and that no one would think of applying this argument to abolish the College classes. He argued that the reasoning was not sound. In the same para, it was observed that, after the abolition of Class VIII, the attendance in the highest Class, VII, showed considerable

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increase, being 2,141 pupils at the end of 1085 against 218 at the corresponding period in 1084. He said that Class VII consisted of the students in the old Middle School classes, the passed Middle School students, and the students who were originally in Class VIII, and that the apparent increase was due to that circumstance and was not the result of the abolition of Class VIII.

The abolition of the Vernacular High Schools also led to the abolition of the Vernacular Higher Examination. That was certainly a heavy blow to the language and the people. The Examination test had helped not only to produce good and efficient teachers, but also scholars, and had thereby given a stimulus to the growth of the language, tending to the diffusion of Western Science among the masses. The policy of lowering the standard of Vernacular education was highly injurious to the interests of the public. M. R. Ry. Kerala Varma Avergal, the Valia Koil Thampuran, than whom Travancore had no greater authority on the subject, said, in his speech at the last Bhasha Poshini Sabha, as follows: "When the Travancore Government instituted and conducted a Higher Examination in Malayalam, the language had an uncommon and unprecedented advancement. The abolition of that Examination is no doubt a great calamity to the language. If the Government were to revive this Examination or institute another of the same standard, it will greatly help the development of the language." He had also suggested that the Inspecting Officers and Head Masters ought to be men who had proficiency in Malayalam.

In regard to Chapter IV, the Member said that it was no doubt necessary that a school-building should be an ideal of neatness and capable of preserving the health of the pupils unimpaired, but the conditions laid down in the Code were being enforced only in the case of the Aided and Recognised Schools and not in the case of the Sirkar Schools. The pitiable condition of the Central Vernacular School at Chalai, located at the Capital, afforded a striking instance of the same. Other instances could be found in the Vernacular Schools at Parur, Thodupuzha, Pala and Kayencolam. Many Government Schools had no latrine arrangements, nor was there any provision made for the supply of good drinking water. Before the Managers of Private Schools were taken to task for shortcomings in this direction, the schools under Government management should have been set right; and in justice to the Managers of Private Schools, sufficient time should have been given to them to enable them to conform to the Code. Rule 36 of the Code,

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which required that all buildings roofed with Mangalore pattern tiles should be provided with a ceiling, was not observed even by the Departmental Schools, and as such, the enforcement of that condition in the case of the Private Schools could only operate as a source of oppression. Rule 43, which required that schools should not ordinarily be located within 200 yards of any public burial place or cremation ground, was one affecting the interests of a large number of schools situated near churches and mosques.

Coming to Chapter VI, he said that Rule 49 insisted on every teacher being provided with a license on or before 1st January 1910, but not a single license had been issued. The Member was at a loss to understand the use of this novel procedure. If, as the Director said, it was to guard the public against dishonest, immoral and incompetent teachers, it was all the more necessary in the case of other public servants who had stronger temptations to err in that respect. He said that the system was humiliating to the teachers and ought to be done away with. Clauses xii and xiii of Rule 61 operated as a hardship to teachers in the Aided or Recognised Schools. They were unnecessary restrictions. All that was required was to see that the teachers did not shirk their work in the schools, and if they did, there were other provisions under which the teachers could be punished, even with dismissal. The Member therefore said that the restrictions in the two clauses should be removed. No educational reform worth the name could attain to any measure of success which did not aim at the improvement of the lot of the teachers. It was absolutely necessary to elevate them to a sense of moral responsibility by placing them above want and making them a contented lot. The Code had not only *not* effected this, but it had made matters worse. The salary of the teachers in the Vernacular Schools required to be specially improved. Under the existing arrangement, a school master on Rs. 10 had to remain in the majority of cases on the same salary. Many a trained teacher in the Department preferred appointments carrying lower salaries in other Departments. It was not clear why the introduction of the School Final Scheme should have necessitated the importation of a European Inspector for Secondary Schools, while there were several Indians holding with distinction and credit high appointments in the Education Department.

In Chapter VII, the Member said that Rule 79, which required that parents or guardians of pupils should apply for transfer certificates during the vacation, was

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inconvenient and impracticable, as the results of the Annual Examinations were generally published only on the re-opening day. He requested that the time should be extended at least by 15 days after the re-opening of the schools, if the retention of the rule was found desirable. The parents could decide whether the boys should continue in a school, only after the results were known; and if they thought that the instruction given in a particular school was not sufficient or efficient, discretion should be allowed them to remove their boys to another school.

In Chapter IX, he said that Rule 95 (*b*) fixing the maximum strength of the classes was honoured more in the breach than in the observance in the Departmental Schools, and he cited as instances the Mavelikara and Quilon High Schools and the Eraniel Lower Grade Secondary School.

Coming to Chapter XII, the Member deplored the abolition of the concession whereby a certain proportion of the scholars in the Secondary Schools were allowed to be taught free. Wealth and intelligence did not always go together. The abolition of scholarships and fee concessions was a death-blow to poor but intelligent youths aspiring to come up in the world. If Primary Education was made free, it did not follow that Secondary Education should be made prohibitively dear.

In regard to Recognition, dealt with in Chapter XIV, he said that the rules in Travancore were harder than those of the Madras Presidency and he feared that a large number of schools would have to remain unrecognised and discredited in the eyes of the Government. Many schools had ceased to exist within the last two months, such as those at Eramallur, Shertallai, Kulathur and Manakad, and more would be closed in the near future, and it would be impossible to open new ones in time. It was not possible in every case to guarantee the financial stability of a school until it had had a fair trial and sufficient time given to it. Indigenous educational enterprise was in its infancy and required to be helped by the Government, instead of being discouraged. It was a mistake to apply to Travancore the standard of advanced western countries in this matter. A sympathetic attitude was therefore wanted. He said that a school might be recognised temporarily, *i. e.*, on condition that within five years the requisite conditions should be complied with. The effect of the restrictions would, the Member feared, be to drive out all indigenous agencies from the field of education. He then quoted a passage from the Proceedings of the Government

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of India dealing with the report of the Education Commission, declaring that private educational effort should be increasingly and mainly relied on and laying down the ways in which they should be systematically encouraged.

As regards Chapter XV, he said that, with Recognition and Grant-in-aid, the Managers of schools were, as it were, placed between two fires. If they escaped the exacting conditions of Recognition, they were sure to be caught by the rigid rules of the Grant-in-aid Code. As fellow-workers with the Government in the field of education, the Managers of the Private Schools should be given freedom of action within certain limits and permitted to develop their institutions on certain desirable lines, not possible or practicable for the Government to do. They were the best media for the imparting of moral and religious education, the absence of which in the curriculam as adopted in the Government Schools was sorely felt by the people. But the Code viewed the Managers of schools in quite a different light and looked upon them with suspicion. The Member pointed out that the distinction drawn between the Government and Private Schools in respect of the salary of the teachers was harsh and inequitable. Rule 147 (*a*) of the Code fixed the salary grants for teachers in Classes I and II of the Elementary Schools at Rs. 8 and Rs. 10 respectively, if they were trained, and Rs. 6, if untrained; while the salary allowed to the same class of teachers in the Government Schools, trained or untrained, was Rs. 10. Surely, it was not possible for the Managers to get teachers at cheaper rates than the Government. He then dwelt upon the evil resulting from the low salaries given to teachers in general and said that the absence of encouraging prospects in the Education Department drove out all talent and capacity from the teaching line to other lucrative professions. Educational statesmanship lay in checking the drain by affording encouragement to teachers and by making the profession tolerably attractive. Otherwise, the introduction of Free Primary Education—a boon so graciously sanctioned by the Government—would remain inoperative.

The Member in conclusion suggested that a Committee, composed of officials and non-officials interested in education, be appointed to enquire into the present educational conditions in Travancore, with a view to suggest measures calculated to allay the discontent and dissatisfaction with which the public viewed the present situation.

Mr. D. Francis (Member, Nominated) said that the new Education Code, whatever its merits, was not suited to the needs and condition of the people. Several of

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its provisions, if rigorously applied, would take Elementary education out of the reach of a large proportion of the population. The result would be just the reverse of what the Code professedly aimed at. The Code was clearly not in favour of schools with only one class. But, in the circumstances of this country, such schools were the most needed and the most feasible ones for a long time to come. Considering the large proportion of the population living in rural areas and the want of roads and other facilities of communication in those parts, it was absolutely necessary that a school should be situated within half a mile's reach for all students from their dwelling places. Otherwise, the students, in most cases necessarily of tender age, could not attend school regularly. The Code perhaps contemplated just one school of more than one class within a radius of two miles. This arrangement might suit those localities where the school was centrally situated amidst a number of scattered houses. But, in places where there were from 3 to 6 villages within an area of 2 miles, a separate school was necessary for each village, although it might have only one class. A common institution for the entire group of villages could be of little use to the majority of the people, owing to the tender age of most of their boys. It was therefore necessary that each village must have a separate Elementary School and the existing number of schools could *not* be reduced to any extent. The Member urged that such schools should be retained, even if they did not ideally satisfy the conditions of the Code as regards building and furniture.

In most cases, the buildings and furniture were imperfect, solely because the Government grants were not disbursed with sufficient promptitude. The Managers of Private Schools were entitled to at least as much leniency in these matters as the Head Masters of Government Schools, many of which did not come up to the standard requirements as regards accommodation and furniture.

Referring to the question of the proximity of schools to cemeteries, he said that the advice of the Government conveyed in one of their recent Proceedings, would, no doubt, be loyally acted upon by the Managers of Private Schools as far as practicable.

Mr. M. C. Mathevan Pillai, B. A. (Member, Kalkulam Taluk) said that the public were greatly alarmed at the Education Code and that it was the duty of the Government to see that the anxiety was allayed. The Education Code, he observed, struck at the root of Vernacular education. The highest class in the Vernacular High Schools was

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abolished, and it was stated that the education imparted in the eight classes before was now being given in the seven classes. In the opinion of the Member, this was not a healthy principle. The Hodgson Committee, composed of gentlemen who were acquainted with the educational needs of the country, had recommended that the classes should be increased from 8 to 10, and the Member failed to see why, in the face of that recommendation, the classes were reduced to seven. The reason assigned for the reduction, *viz.*, that a sufficient number of pupils could not be found for the eight classes, was not acceptable. He said that all facilities should be given to raise the number of students in the eight classes and, if possible, to raise the number of classes to ten. The Director was of opinion that the Vernacular language was not a proper medium of instruction for all sciences for want of technical expressions. The Member said that the language was rich enough already and its literature had increased, and any defect that there might be could be remedied. In any case, as the language was dear to the people, it should not be allowed to suffer; and as much sympathy could not be expected from the Director, the Member suggested that Vernacular education be separated from English education and placed under the Superintendent of Vernacular Studies. He then referred to the very low pay offered for teachers in the Vernacular Schools and added that a minimum pay of 8 or 10 Rs., with the prospect of reaching after a service of 25 years the sum of Rs. 35, was not sufficient attraction for proper and qualified men.

As observed by Mr. Kesava Pillai, he said that the deduction that the strength of Class VII had increased, as the result of the abolition of the highest class, was not correct, and that things would be found to be otherwise in the course of another year or so. On the other hand, as a consequence of the introduction of the Code, several Aided Schools had already ceased to exist. In the Kalkulam taluk, out of the 30 Aided Schools, all except three had been closed. In the Eraniel taluk also, out of 90 schools, all except three had been closed. If the provisions of the Code were at all wholesome and if they were worked in a spirit of sympathy, such a state of things could not have occurred.

The Member then referred to the provision in the Code requiring teachers to take out licenses. The restriction, he said, was unnecessary, as the Code laid down the qualifications for teachers. The innovation was anomalous and was felt as humiliating by the teachers.

Another general grievance was that the rigorous

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provisions of the Code were enforced only against the Private Schools. He said that he knew of classes in several Government Schools containing 60 and 70 students. It was hard that any distinction should be observed in the working of the Code as between the Government and Aided Schools. The aided institutions should be allowed some time—four or five years—within which they might be required to conform to the rules of the Code. If those institutions were closed, as most of them had been, it would be a real hardship to the nation and it would be impossible to fill up the gap for years to come. The advance made in the matter of education had been the boast of Travancore and any attempt at making innovations in the working of the Department required to be seriously considered before they were actually introduced. The Member therefore supported Mr. Kesava Pillai's suggestion and requested that a Committee—composed of official and non-official Members—be appointed by the Government to enquire into and report on the practicability of the Education Code. He added that the non-official members should not be chosen from the Education Department.

Mr. K. C. Mammen Mappilla, B. A. (Member, T. I. C., Kottayam) stated that the Government must have learnt that there was a large volume of discontent about the Education Code. He admitted that there were many serious defects in the Educational system which stood in need of reform and which the Code sought to remove. A strong Central authority to control the work of the Department had also been felt as a necessity and the Member was one among those non-official members of the Education Committee who recorded the emphatic opinion that a Director of Public Instruction should be appointed. Referring to the observation in the Dewan's Address that the criticisms on educational matters had not been particularly illuminating, he said that it was true that there *was* some *unnecessary* criticism, but that was inevitable. It was not all that took a comprehensive view of the whole reform and watched the effect of the changes introduced before they rushed to criticism. But there was the fact that discontent prevailed and the people gave expression to it. He was prepared to admit that the Code was free from *serious* objections. No scheme of reform could be absolutely free from any defect. As regards the Education Code also, it *did* contain some drawbacks, but the Code also contained necessary provisions to check the vagaries of those who wanted to carry on educational work without the qualified staff or sufficient funds. The reforms

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initiated by the Code did not come a day too soon. The discontent was not due to the Code itself but to the difficulties experienced in the practical working of the same. The almost universal discontent that had manifested itself went to prove that the manner in which the reforms were being carried out was open to serious objection. That the discontent was all due to ignorance or imperfect knowledge of the changes effected was not, in the opinion of the Member, a satisfactory explanation of the difficulty. He thought that the popular verdict on the matter was one to be reckoned with. Reforms effected in the other branches of the administration had not been subjected to a similar criticism, nor was there any such widespread discontent in regard to them. Several educational reforms introduced in the past by such eminent men as Dr. Ross and Dr. Harvey had been received by the people—ignorant and educated alike—with universal satisfaction. The discontent having thus to be recognised, the Member said that it was due to the impression among the people that an attempt was being made to enforce the rigorous and stringent provisions of the Code, all on a sudden, against the Private Schools—aided and unaided. The Member laid special stress on the fact that the provisions of the Code were enforced *in their entirety* and *in all their rigor* in the case of the Private Schools, while the Government Schools, which were very defective in several cases in the matter of accommodation, furniture, qualifications of teachers, etc., remained unaffected by the Code. If a comparative statement, containing information under all heads, be called for in respect of the Government and the Private Schools and examined, it would be found that far greater approximation had been made by the Private Schools than the Government Schools in working up to the ideals of the Code. While, on the one hand, many Private Schools that could not possibly continue after the Code, had ceased to exist, and other schools exerted their utmost to satisfy all the conditions prescribed by the Code, on the other hand, the Government Schools were allowed to continue without any interference in spite of several defects.

The Member then referred to the following provisions in the Code which the Managers of Private Schools found great difficulty in conforming to :—

(1) The rule about building and accommodation, laying down that the class room should be such as would allow not less than 8 square feet and 80 cubic feet to each pupil.

(2) The condition that no class should contain more than 35 and less than 25 pupils.

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(3) The rules regarding the qualifications of teachers and the proportion of trained and untrained teachers.

He said that he had received letters on the subject from a number of persons, which went to show that, in the case of many Government Schools, all the above mentioned conditions were honored more in the breach than in the observance, and that such a state of affairs had been the rule more than the exception. In the case of the Private Schools, the Member knew that the Director had refused grants because a class contained one student more or one student less than the prescribed number. As regards the qualifications of teachers also, if a return of teachers in the Government Schools were called for and examined, it would disclose the fact that a very large number of teachers in them had not the required qualifications. The easiest way to ascertain the cause of the discontent would be, he said, to call for copies of all the orders issued by the Director in refusing grants to Private Aided Schools. The Director had not so far given the slightest indication that he was prepared to allow any relaxation of the Code in the case of the Aided Schools. The Member mentioned certain individual cases of hardship caused to Private Schools, such as the refusal of grant on some trivial ground, degradation of teachers, etc. He added that a number of applications for substituted grants were refused by the Director and the reasons for the refusal were in most cases trivial. He admitted that the old grants were being given, but since the new rules came into operation from the beginning of 1911, the Managers of the Private Schools feared that the same defects would be pointed out as grounds for refusing the new grants *after* 1911. There was a general feeling that a deliberate attempt was being made to strangle the Private Schools and to convert them into Departmental Schools. If a Private School was found unsatisfactory and transferred to the Government, there was an end of all trouble to the school. The Department stopped all its interference as soon as the school passed into the management of the Government. The Government having recognised that the provisions of the Code were stringent, a promise had been held out that the operation of the Code would be relaxed in the case of the Private Schools, in order that the new changes might be effected without causing any appreciable trouble or inconvenience. It was said that some of the actions of the Director were only intended as a threat for the Aided Schools, so that they might work up to the standard aimed at by the Code; but there was no necessity for holding out such threats. There should be no uncertainty, vagueness or indefiniteness about the way in which the Code should be worked. He suggested that a

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time-limit should be fixed within which the various reforms comprised in the Code should be given effect to, and that, in doing so, the time allowed to the Private Schools should be more than that allowed to the Government Schools. In support of his request, he read certain extracts from the Report of the Board of Education in England, which showed that, even there, 60 was the maximum number of pupils in a single class, against 35 in the Travancore Code, and that five years' time was allowed there to give effect to a new rule that there should be not less than 10 square feet of floor for each child.

The second cause of discontent was the unnecessary and vexatious delay in the disposal of applications and references made to the Education Department. The Member said that he could quote a number of cases where urgent letters and reply-prepaid telegrams had not received any attention. The case of the Champakulam School having experienced considerable difficulty in obtaining recognition and sending up students for examination was particularly alluded to.

The way in which the applications for grants for 1911 were being disposed of was another point for serious consideration. If applications had been invited and all inspections finished by last year, there would not have been any difficulty. All the applications had been sent to the Inspectors and Assistant Inspectors only two weeks ago for report. In the Thiruvalla and Changanacherry taluks alone, there were nearly 250 schools to be inspected by the Assistant Inspector. There were only 80 working days remaining in the year. Even if three schools were examined each day, it would take till the end of the year for the Assistant Inspector to complete his round of inspections. The Member did not know how the Director would be able to dispose of all the grant applications within the year. The Director had taken upon himself the task of checking all the grant bills. Several schools did not get their bills passed for a period of five months. The difficulties and the consequent discontent caused by this avoidable delay of five months could be better imagined than described.

The next point for consideration was the subject of licenses for teachers. He said that no less than 10,000 applications for licenses were pending in the Director's Office, without any action being taken on them. The inconvenience and absolute deadlock arising from this great delay was beyond description. Such delays were not seen in any other office or department of the Government.

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The reason lay in the Director himself doing the work, which could well have been delegated to his subordinates. The Director himself, and not the Inspectors, examined each and every Primary School in a taluk. If certain general principles had been laid down for the guidance of the Inspectors in submitting their reports about the re-distribution of the schools, considerable time could have been saved for the legitimate work of the Director of supervision and correction. An Assistant Inspector who had an intimate knowledge of the locality could do the work more satisfactorily than the Director. A scheme providing increase of pay to teachers in Elementary Schools had been sanctioned by the Government, but it had not been given effect to, to the great disappointment of a number of low-paid teachers, and nobody knew how long it would take before the scheme was fully brought into operation. The Director had no confidence in the Inspectors and the latter had no confidence in the Assistant Inspectors under them.

The Member then referred to the statement in the Administration Report for 1085 that the cost to the Government per pupil in an Aided School was more than that in a Government School, and he said that, in his opinion, the statement was incorrect and misleading, as the expenditure on buildings, furniture, stationery, etc., in the case of the Government Schools was not included in the calculation. If the pension given to the teachers in the Government Schools was also capitalised and added to the figures, the expenditure per pupil in the Government Schools would amount to three times that in the case of an Aided School pupil.

The Member regretted that the Government should have thought fit to adopt a policy of encouraging the extension of Secondary Education through the Department and discouraging private efforts as far as possible. Most of the Aided Schools in Travancore were worked by organised bodies, such as the Roman Catholic and Anglican Missions. If the educational activity of these local bodies be encouraged under proper check and control, the schools might go on developing up to the requisite standard of excellence. The growth of schools conducted by irresponsible bodies for their own benefit must of course be checked. One of the great defects in the system was the difficulty for the Government to impart religious instruction in its schools. The combination of religious with secular education would be a great advantage. The Central Hindu College at Benares and the Mahomedan College at Aligarh were examples of the success of such private educational efforts. The argument that a new school should not be started in

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a locality where there were schools already existing was, in the opinion of the Member, not a sound one. Denominational schools exerted their influence over, and drew their students from, places which it was not possible for the Government to reach. Though Aligarh was an abandoned town, a University was in course of formation at the place, because the Mahomedan influence attracted students to the place from all parts of India. When a responsible community wanted to start a school, every encouragement must therefore be held out to them by the Government. Even in England, where the question of Denominational schools was a bone of contention, the conclusion arrived at, as the result of a Committee appointed for the purpose, was to recognise the Denominational schools and to remove the existing defects in them. The Member thought that there was no unhealthy rivalry displayed by denominationalism and that the evils of the latter were only being exaggerated by the Department. Effective supervision was the only thing wanted in the case of such schools. Of the Primary Schools in the State, only about one-third were under Government management, and the rest were either Aided or Unaided Schools. If, owing to the rigorous application of the Code, the latter schools ceased to exist, the Government would not be in a position to undertake the burden of providing schools and proper equipment, for the large number of pupils who would be left adrift. He therefore said that Private Schools should be treated with more indulgence and that this aspect of the matter was serious and required the careful consideration of the Government.

While decentralisation of power was the policy in the case of other Departments of the State, centralisation was becoming the policy of the Education Department, and a feeling of mutual distrust prevailed among the subordinates. The introduction of the system of license and fingerprints for teachers and pupils seemed to show that the Department had to deal with an undesirable set of people. Looked at from an ideal standpoint, defects might be found to exist in some of the Private Schools, but the fact must be remembered that they had been doing much good in the past, and several men of position of the present day came originally from such schools. The Member thought that there was no necessity for the licensing system, since the benefit to be derived was not in any way commensurate with the troubles attaching to the system, which indicated a distrust and suspicion of the teachers and pupils. In the country parts, the system was viewed with much ridicule.

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To sum up, the Member said (1) that steps should be taken to ensure the prompt disposal of the applications for grants ; (2) that the rule that "no school should ordinarily be located within 200 yards of any public burial place or cremation ground" should not be enforced in the case of the existing schools; (3) that the teachers who had begun service in the Aided Schools before the age of 25 should be exempted from the age bar and given licenses; (4) that the Code in its entirety should be enforced in the case of Private Schools only after its provisions had been given effect to in the Departmental Schools; and (5) that it would be very inadvisable to insist upon funds being shown in the case of Primary Schools about to be started. He prayed that special attention might be devoted to this subject and such necessary measures adopted as would remove the feeling of bitterness and deliberate persecution on the part of the people.

Mr. Padmanabhan Paramaswaren (Member, Pathanapuram Taluk) said that, whatever prominence might be given to English education, the importance of cultivating the Vernaculars of the country should on no account be lost sight of. In the Native State of Patiala, an order had recently been issued insisting on all State correspondence being conducted only through the medium of the Vernacular of that country. With the passing of the new Education Code in Travancore, Class VIII of the Vernacular Schools was abolished, and the two Government Examinations—Elementary and Higher—were also discontinued. Physics, Chemistry and other scientific subjects were also removed from the curriculum of the Vernacular Schools. He stated that the argument that there were not suitable text-books in Malayalam for teaching scientific subjects was not a sound one. To the argument that only a small number of pupils came up for the Vernacular Higher Examination, the Member said that it would be possible to spread Vernacular education only if the Government sufficiently encouraged the passed candidates by entertaining them in the subordinate ranks of the Government Service. He observed that the teaching of English as a second language in the Vernacular Schools was not of any value, as the amount of knowledge of that language gained there was too little to be of any practical use, nor was the spread of the Malayalam language promoted thereby. He said that if, in the place of English, Sanskrit were made the second language, it would greatly help the growth of the Malayalam language. With a view to promote the spread of

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Vernacular education, he suggested (1) that ten classes should be opened in the Vernacular Schools; (2) that Physics, Chemistry and other allied scientific subjects should be introduced into the curriculum; (3) that Sanskrit should be made the second language instead of English; (4) that there should be two Government Examinations in the Malayalam language; and (5) that passed men should be encouraged with suitable appointments in the Government Service. The Member then said that the rigorous demands of the Code in respect of buildings and equipment were very difficult to be complied with in the case of Private Schools, and that, as the period allowed to these schools to conform to the provisions of the Code had expired, he feared that all Aided Schools would cease to exist in a very short time. Most of the Primary Schools in the country depended for their maintenance on the fee collections. According to the Code, though the Managers got full salary grants for the staff, there was no source of income to meet the small expenditure on account of stationery and contingencies. To provide each school with a building as required by the Code was out of the question. The Government Primary Schools were not sufficiently numerous to meet the requirements of the entire population. Young children could not be expected to walk to the Government Schools located at a distance. The salary grants for teachers in the Aided Schools were fixed at a lower rate than that allowed in the case of the Government Schools. Under the circumstances, the Member said that, even if the schools were permitted to raise a small rate of fees from the pupils, it would not fall heavily on the people and that it would be a lesser evil than depriving them of the benefits of Elementary education, as the result of the salutary reforms introduced by the Code. He therefore requested that five years' time be allowed to the Managers of the Aided Schools to bring their institutions up to the requirements of the Code and that the condition that the Secondary Schools should have an endowed capital sufficient for their maintenance should not be insisted on, as that was an impossible condition to fulfil, considering the circumstances of the country. He then referred to the abolition of scholarships and fee concessions and said that it was an unjustifiable innovation calculated to close the gates of knowledge against poor but intelligent young men of whom there were not a few in the country. Prohibiting privately educated pupils from appearing for the School Examinations was another hardship. In conclusion, he requested that the Government might be pleased to bestow their serious consideration

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upon the various suggestions made, with a view to the evils complained of being rectified at an early date.

Mr. Varki Kora (Member, Ettumanur Taluk) said that the new Education Code had not given satisfaction to the people generally. The Code was an admixture of very wholesome provisions which should be retained and some hard and impracticable rules which required to be modified or expunged. The number of institutions in the State was not yet quite sufficient to meet all requirements. There were yet thousands of people quite illiterate in the interior parts of several villages. The policy to be pursued by the Government should therefore be to facilitate the spread of education and increase the number of institutions as much as possible. It was that policy that was responsible for so many private institutions that existed before the introduction of the Code and that still existed today. It was regrettable that the new Code and the way in which it was being worked were not in the best interests of those institutions. Before applying the provisions of the Code in the case of the Government Schools and bringing them to the standard of efficiency aimed at by the Code, they were being enforced against the Private Schools and grants refused to them on some flimsy reason or other. A careful enquiry would show that, after the introduction of the Code, a large number of private institutions had been refused grant and they had consequently ceased to exist, that no new schools were started thereafter to replace them either by any private agency or by the Government, and that, in the result, a large number of young children were thrown adrift without the possibility of prosecuting their studies further.

The abolition of the Vernacular Higher Examination was a death-blow to Vernacular education. It was a matter for regret that the supervision of the Vernacular Schools had not been entrusted to one who had attained proficiency in Malayalam. The present arrangement of leaving it in the hands of the Director was not calculated to be beneficial to Vernacular education.

The Member then made the following suggestions :—

(1) Paras 30, 31 and 36 of the Code relating to the construction of school buildings contained unnecessary restrictions, and all that was necessary was to prescribe the plan of a school building and leave it to the school authorities to conform to it. The restrictions should be removed.

(2) Para 43 about the location of schools 200 yards

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away from any public burial place or cremation ground should not be enforced against Grant-in-aid schools that had existed before the Code came into force.

(3) As the Vernacular Higher and Matriculation Examinations had been abolished, new tests should be prescribed in lieu of them, or para 54 of the Code should be suitably modified.

(4) Para 95 (*b*), prescribing the maximum number of pupils in classes, should not be immediately enforced and there should be different maxima for the classes in schools situated in towns and those in the interior rural areas.

(5) Recognition should not be refused on the mere ground that a private institution was started without the Director's approval, as laid down in para 134.

(6) In para 147 (*a*), the grants to teachers of Aided Schools should be increased in proportion to the increases made to the salaries of teachers in Sirkar Schools. In the case of Girls' Schools, grants at the higher rates should be allowed in those schools in which not less than *50 per cent* of the pupils on the rolls were girls. In clause (*b*), the provision that no deductions would be allowed for scholarships was hard. The actual receipts of the school should be taken into account.

(7) The Managers of Private Schools should be allowed to send their communications to the Government and the Educational authorities on Sirkar Service. The 'order' form in which the Inspectors addressed the Managers should be dispensed with and a more courteous form and style ordered to be adopted.

(8) Primary Education, which was now free, should be made compulsory, at least in some places.

(9) The Educational Boards should be given greater powers and made more useful bodies. The sanctioning of grants, fixing their amounts, the withdrawal of grants, and such other matters, might be done in consultation with the Boards Proper persons should be selected as Members of the Boards and they should be appointed for a fixed period.

Mr. Kanakku Govindan Atchuthan (Member, Parur Taluk) stated that there was a general feeling of unrest throughout the country in the matter of education and that, he said, was chiefly due to the introduction of the Education Code, the shock given to Vernacular education, the withdrawal of grants to some schools and the fear of such

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withdrawal in others, the abolition of some schools and the prospect of closure of others owing to the rigor of the Code, the enhancement of school-fees, change of curricula of studies, and the sudden institution of the School-Leaving Certificate Scheme. The Member said that he would confine his representation to Vernacular education. He referred with regret to the abolition of the High School classes in the Vernacular Schools and also of the Vernacular Higher Examination. These, and the removal from the curricula of scientific subjects such as Physics and Chemistry, had considerably reduced the usefulness of the Vernacular Schools. What was worse, the recent circular order issued by the Director to the Vernacular Schools in all *proverties* produced a thrill in the minds of all people. The purport of the order was that the people of the locality should find the required funds for equipping the schools with proper buildings, extensive premises, and good furniture and appliances, according to the standards laid down in the Code and place the same unconditionally at the disposal of the Government, and that, on failure to do so, the schools would be abolished and the grant and even recognition withdrawn. These orders were quite inconsistent with the sense of primary responsibility borne by the Government all along in the matter of education. The Member therefore made the following suggestions for the consideration of the Government:—

(1) That, as the School-Leaving Certificate Examination was not a proper substitute for either the Matriculation or the Vernacular Service Examination, a new Vernacular Examination equal in standard to the latter should be instituted, and that, in addition, the Middle School Examination should be revived;

(2) That scientific subjects should be included in the curricula for and taught in the Vernacular Schools;

(3) That greater attention should be paid towards the development of the mental and moral faculties of the students in the Vernacular Schools;

(4) That, in the Vernacular Schools, Graduates in Malayalam should be appointed as Head Masters, qualified men appointed as teachers, and the tone and status of the institutions thus raised;

(5) That proper text-books in Malayalam should be arranged to be compiled by proficient men;

(6) That passed men in Malayalam should be given adequate encouragement in the public service;

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(7) That reading rooms should be opened for the benefit of the students, at least in the Vernacular High Schools;

(8) That, in view to attract qualified persons to the Vernacular Schools, the pay and status of the teachers be bettered.

Mr. Parameswaran Iravi (Member, Changanacherry Taluk) said that it was a matter for gratification that, ever since 1070, Travancore had been advancing in education, and that even the people in the rural areas were now taking an interest in it. It would be conceded that there was not a sufficient number of Government Schools in all parts of the country and even the few that existed in the interior parts of villages had not a proper staff and were ill-conducted. It was the Private Schools therefore that really gave education to the masses in the rural parts. With the introduction of the new Education Code, the existence of those schools became impossible and several of them had already been closed. The Member therefore made the following suggestions:—

(1) In view to ascertain the real educational condition of the people in the interior parts of the State, an Educational Survey should be ordered.

(2) A good number of new schools were wanted in several places and some schools were also located in the wrong places. The Government should, after proper enquiry, open new schools and readjust the existing ones by shifting them to the proper places.

(3) A large population of Pulayas, Parayas and other backward classes were living in the interior parts. The Government should pay better attention to the education of these backward classes and encourage those who work to advance their cause.

(4) Steps should be taken to ensure better teaching in and better supervision over the schools in the interior villages.

(5) Primary Education should be made compulsory in the near future.

Mr. Manuel Pereira (Member, Nominated) said that he had intended to represent before the Government the hardship entailed on many Roman Catholic Schools by the provision in the Education Code that no school should ordinarily be located within 200 yards of any public burial place or public cremation ground and to ask that no

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denominational school, if it satisfied all other conditions necessary, should be suppressed merely on the ground of its vicinity to other schools, as it was essentially necessary that Christian children should be educated under healthy Christian influences. But, since submitting his memorandum, the Government had passed two Proceedings, dealing *inter alia* with the points mentioned in his memorandum. He therefore thanked the Government for the same and assured the Government, on behalf of his constituents, that it was far from their intention or desire to deprive themselves of the numerous educational facilities so very generously offered by the Government to all its subjects, by asking the Government to restrict the education of the Roman Catholic boys entirely to Roman Catholic institutions. He added that the community was grateful for the kindness they had so far received at the hands of the Government, and they hoped that the Government would be pleased to encourage and foster as many Catholic schools as possible in the country.

Dewan's reply.—Noted.

55. ***Encouragement to students coming from long distances for education in the Higher Grade Schools.***

Mr. A. Harihara Iyer (Member, Chirayinkil Taluk) said that several boys came from long distances to prosecute their studies in the Higher Grade Schools, and the poor among them invariably starved in the noon. The Member therefore requested that, as an encouragement to them, the poor among the students might be granted a tiffin allowance of one chackram per head by the Government and that any balance required would be supplemented by the people of the locality. He added that the cost would only be nominal, but it would be a great boon to the poor children.

Dewan's reply.— Noted.

56. ***Applications for the establishment of new schools.***

Revd. P. J. Joshua B. A. (Member, Kunnathur Taluk) said that there were many Elementary Schools in the taluk but the absence of a Secondary School at a central place like Adur for the students of those schools to continue their studies was a sore need. About a dozen schools were maintained by the Church Missionary Society, but the students coming out of these schools had to go to Thiruvella and Mavelikara if they aspired to anything higher than primary education. Private enterprise in the matter was not equal to the occasion, as the people were mostly illiterate and the requirements of the new Education Code were too difficult to be complied with by the Missionary agency. He therefore requested that the

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